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ABSTRACT

This study investigated whether there were differences in the leadership behaviors of 100 Mississippi teachers who had successfully completed the National Board for Professional Teaching Standards (NBPTS) certification process and 100 Mississippi teachers who had not completed the NBPTS certification process. All participants were sent a copy of the Leadership Practices Inventory, which evaluated their self-perceived leadership behaviors in the five dimensions of challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. Analysis of data from 83 fully completed surveys indicated that the NBPTS-certified teachers scored themselves higher on all five of the dimensions of leader behavior than did the non-certified teachers. There were greater differences on the dimensions of challenging the process and inspiring a shared vision. No demographic factors appeared to influence self-perceived leader behavior. (Contains 14 tables and 46 references.) (SM)

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The Identification of Teacher Leaders Through The National Board Certification Process in Mississippi Public Schools

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INTRODUCTION

A leader is not necessarily a person who holds some formal position of leadership or who is perceived as a leader by others. Rather, a leader is one who is able to affect positive change for the betterment of others, the community, and society. All people, in other words, are potential leaders. Moreover, the process of leadership cannot be described simply in terms of the behavior of an individual; rather, leadership involves collaborative relationships that lead to collective action grounded in the shared values of people who work together to effect positive change. (Higher Educational Research Institute, 1996, p. 1)

Traditionally, school-based leadership was limited to the school principal, assistant principal, and perhaps the school counselor. The principal was the boss and manager of the school enterprise. Teachers were the workers and the objects of the principal's technical and managerial efforts (Lemlech, 1995). Professional teachers were expected to obey

their superiors, to not question authority, and to view their calling as a vocation rather than a career (Urbansksi & Nickolaou, 1997). A good teacher was expected to stay in the classroom and teach students. Any teacher aspiring to leadership, either in the school or beyond, was accused of abandoning his or her students. An expectation was created that the only job of a teacher was to teach students and to consider the classroom as the extent of their influence (Urbanski & Nickolaou, 1997).

Teachers often did not perceive themselves as leaders. Shen (1998) looked at the 1998 survey on leadership in public schools from the National Center for Education Statistics of the U.S. Department of Education and reported that teachers perceived their influence on educational practices and policies to be primarily confined to the classroom. Only about 35% of the teachers indicated they felt that they had influence on school-wide policies regarding discipline and curriculum. Regarding the perception of their influence on inservice programs, the figures reflected only 31% (Shen, 1998).

Wasley (1992) also reported reluctance on the part of teachers to recognize their ability to lead. In her book

Teachers Who Lead: The Rhetoric of Reform and the Realities of Practice (1991) she described case histories in which teachers feel that their efforts in leadership were merely tolerated rather than applauded.

Teachers were reluctant to add their voices to the debate about changes needed in education (Urbanski & Nickolaou, 1997). With the publication of the Carnegie report A Nation Prepared: Teachers for the 21st Century in 1986, however, the environment for teacher leadership dramatically changed. An explosion of school-wide and district-wide opportunities for teacher involvement occurred, and the National Board for Professional Teaching Standards was created (Urbanski & Nickolaou, 1997).

Although the role of principals as instructional leaders is unquestioned (Edmonds, 1981; Sweeney, 1982 [as cited by Whitiker, 1995]), they cannot cause lasting school-wide change by themselves. Filling this leadership void raises questions such as: Could capable teachers fill additional roles in school leadership? Where do teacher leaders exist? How might they impact the educational system? How can they be identified?

One possible means of identifying potential teacher leaders is through the National Board Certification process. When the National Board conducted a study of its assessments on candidates for certification (Buday & Kelly, 1996), virtually all of the candidates questioned reported that the process itself was a rigorous professional development experience that affects their practice long after they have completed the assessments. Teachers certified by the National Board are true proponents of education reform. The certification system has created grater leadership roles for teachers and for reorganizing schools (Urbanski & Nickolaou, 1997). Buday and Kelly (1996) reported that the certification process helps teachers develop tools they need in order to be empowered professionals. They also stressed the importance of the National Board in advocating a role for teachers in which they are integrally involved in the analysis and construction of curricula, in the coordination of instruction, and in the professional development of colleagues (Buday & Kelly, 1996).

Buday and Kelly (1996) also included in their report that a large number of the teachers who have participated in the certification process have been given leadership roles

within their schools. Some certified teachers were asked to supervise student teachers, and many mentored candidates for National Board Certification, which provided them the opportunity to work with other experienced teaches. Quite often teachers completing the National Board Certification process were tapped for special projects, including school restructuring programs, curriculum development committees, and state standards-setting panels (Buday & Kelly, 1996). Perhaps teachers successfully completing this process can be identified for additional leadership roles in education.

Problem Statement

The purpose of this study was to determine if there were differences in the leadership behaviors of teachers, as measured by the Leadership Practices Inventory in the dimensions of Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart, who have successfully completed the National Board Certification process and those who have not. If differences were found, then perhaps the successful completion of the National Board Certification process can serve to identify teachers who can be given leadership roles

within their profession while they are still functioning as master teachers within the classroom.

Hypotheses

The following hypotheses were formulated for this study:

H_1: Mississippi teachers who have achieved National Board Certification will score higher on the dependent variable of the perceived leader behavior Challenging the Process on the Leadership Practices Inventory than Mississippi teachers who have not achieved National Board Certification.

H_2: Mississippi teachers who have achieved National Board Certification will score higher on the dependent variable of the perceived leader behavior Inspiring a Shared Vision on the Leadership Practices Inventory than Mississippi teachers who have not achieved National Board Certification.

H_3: Mississippi teachers who have achieved National Board Certification will score higher on the dependent variable of the perceived leader behavior, Enabling Others to Act" on the Leadership Practices Inventory than

Mississippi teachers who have not achieved National Board Certification.

H_4: Mississippi teachers who have achieved National Board Certification will score higher on the dependent variable of the perceived leader behavior Modeling the Way on the Leadership Practices Inventory than Mississippi teachers who have not achieved National Board certification.

H_5: Mississippi teachers who have achieved National Board Certification will score higher on the dependent variable of the perceived leader behavior Encouraging the Heart on the Leadership Practices Inventory than Mississippi teachers who have not achieved National Board Certification.

Definitions of Terms

National Board for Professional Teaching Standards is a board comprised of teachers, administrators, and professionals that was established in 1987 to set high and rigorous standards for what accomplished teachers should know and be able to do. The board certifies teachers who meet those standards.

National Board Certification Process is a year-long process through which teachers must demonstrate and document that they are committed to students and their learning. This

process involves performance-based assessments that provide evidence of professional involvement, family, and community involvement and the use of best-teaching practices. Teachers who have successfully completed this process have demonstrated that they know the subjects they teach and how to teach those subjects to students, are responsible for managing and monitoring student learning, think systematically about their practice and learn from the experience, and are members of learning communities.

Leadership Behavior is the behavior of an individual when directing the activities of a group toward goal attainment. This variable was measured by the Leadership Practices Inventory. The variable is comprised of five dimensions: (a) challenging the process, (b) inspiring a shared vision, (c) enabling others to act, (d) modeling the way, and (e) encouraging the heart (Kouzes & Posner, 1997).

Practices Inventory is comprised of five dimensions: Challenging the Process, Inspiring a Shared Vision, enabling Others to Act, Modeling the Way, and Encouraging the Heart (Kouzes & Posner, 1997).

Challenging the Process refers to the leader's behavior of searching for opportunities for change, innovative ways

to improve the organization, and experimenting and taking risks (Kouzes & Posner, 1997).

Inspiring a Shared Vision refers to the leader's belief that he or she can make a difference. They envision the future of what the organization can be and enlist others in their dreams (Kouzes & Posner, 1997).

Enabling Others to Act refers to the leader's ability to foster collaboration and build team spirit by strengthening others and making each person feel capable (Kouzes & Posner, 1997).

Modeling the Way refers to the leader's establishment of principles concerning the way people should be treated and the way goals should be pursued (Kouzes & Posner, 1997).

Encouraging the Heart refers to the leader's recognition of contributions that individuals make and the celebration of their accomplishments (Kouzes & Posner, 1997).

Teacher is a person holding a professional position within a school setting, certified by the Mississippi State Department of Education, and devoting at least 50% of his or her time to classroom teaching.

REVIEW OF RELATED LITERATURE

Leadership Behavior

As reported in the findings of educational researchers before the industrial revolution, leadership was determined either by birth into the ruling class or by possessing personal leadership qualities. As the industrial revolution affected the economic, geographic, political, and social attitudes, leadership determination became more of a scientific process (Erickson, 1967). Scientific research attempted to find a link between heredity and leadership as early as 1869 when Sir Frances Galton speculated about the link in his book Heredity Genius, as described by Sorenson (1999). Deciding that great men occurred at a rate of one in 4 thousand people, Galton studied the pedigrees of these men and concluded that since family history played such a large part that their "greatness" must be genetic (Sorenson, 1999).

Erickson (1967) also found in his research that before the beginning of World War II most investigators reported that leadership moved toward those persons who were most efficient. Toward the end of the 20th century, leadership was determined by effectiveness as well as efficiency

(Erickson, 1985). In a 1994 study, psychologists Thomas Brouchard and Richard Avery (Sorenson, 1999) found significant genetic associations with traits often tied to leadership much as Galton had theorized. These traits included: dominance, social presence, responsibility, tolerance, achievement via conformity, and flexibility. The researchers were quick to point out, however, that genes only act as influences and that environment is also responsible for outcomes. Many other researchers have also concluded that different situations call for different types of leaders and that even intelligence, which is arguably the first requirement of leadership, can only go so far (Sorenson, 1999).

> In 1995, Kouzes and Posner described leadership as an observable learnable set of practices. Leadership is not something mystical and ethereal that cannot be understood by ordinary people. given the opportunity for feedback and practice, those with the desire and persistence to lead can substantially improve their ability to do so. (p. 13)

Boles and Davenport (1983) described leadership as the process toward accomplishment of a social system's goals

through the use of some person's or group's influence, authority, and power under the conditions of social exchange then prevailing in the system. A social system, according to Boles and Davenport (1983), is a group of two or more persons interacting through a social exchange of benefits from one to the other or others.

Goleman (1998) found in his research that effective leaders are alike in one crucial way: they all have a high degree of what has come to be known as emotional intelligence. His research at nearly 200 large global companies revealed that emotional intelligence is extremely necessary for leadership. As reported in his findings, a person can have first class training, an incisive mind, and an endless supply of good ideas, but he or she still will not make a good leader. In the analysis of the data of his studies of individuals considered to be star quality leaders by their companies, Goleman found dramatic results. Intellect was a driving force of outstanding performance. Cognitive skills such as looking at the big picture and long-term vision were of particular importance. When he calculated the ratio of technical skills, IQ, and emotional intelligence to excellent performance, however, emotional

intelligence proved to be twice as important as the others for jobs at all levels (Goleman, 1998).

As described in the "History of Leadership Research" published by the Southwest Educational Development Laboratory (SDEL, 1999), these investigations of traits of leadership were followed by investigations of the situation as the determinant of leadership abilities, leading to the concept of situational leadership. Subsequent leadership studies looked at the differences between effective and noneffective leaders. This comparison led to the identification of two dimensions: initiating structures (concern for organizational tasks) and consideration (concern for individuals and interpersonal relations) and revealed that effective leaders were high in both areas. In his research in 1938, as reported by the SDEL, Barnard referred to these two dimensions as effectiveness and efficiency while Etzioni in 1961 conceptualized them as instrumental and expressive needs. The situation approach to leadership supported the contention that effective leaders are able to address both the task and human aspects of their organization (SDEL, 1999).

Leadership in Education

Deep-seated in the present structure of leadership is the concept of management, a concept that does not necessarily address certain issues in education (Coyle, 1997). Educational leadership theories have been strongly influenced by the research, conceptual framework, and effects that originated in business and industry (Naisbitt & Arburdene, 1990). Peter Drucker (1985) pointed out the similarities between schools, businesses, and labor unions. They do many of the same things, use the same tools, and encounter similar problems (Drucker, 1985). Coyle (1997) described management as maintaining order, direction, and probably inertia. Leadership in education, however, ideally implies the setting of academic standards, goals and models of behavior for the entire school community, and creating and nurturing structures that support those goals. Management focuses on the status quo while leadership must be forward thinking (Coyle, 1997).

As reported in the September 1996 report from the National Commission on Teaching and America's Future (1996), "Far too many people sit in offices on the sidelines of the school's core work, managing routines rather than improving

learning" (p. 47). Coyle (1997) described the traditional hierarchy in larger schools as consisting of the principal, several vice principals, and various department chairs. Leithwood and Jantzi (1999) described the leadership of principals as taking at least six different generic forms (instructional, transformational, moral, participative, managerial, and contingent) and that these forms can be identified by their basic focus, their key assumptions, and the nature and locus of leadership power (Leithwood & Jantzi, 1999). Very few of these leadership positions were actually involved in the school's "core work" of teaching (p. 2). The majority spent their days addressing student disciplinary problems and daily building routines. Their work remained quite separate from the work of the classroom (Coyle, 1997).

In a 1986 Department of Labor study, researchers reported that roughly 43.5% of elementary and secondary school employees were classroom teachers. For every four classroom teachers, there are nearly six other school employees in the United States. Coyle (1997) also reported that more than half of the typical school staff consists of people on the sidelines and not involved in the core mission

of teaching. In an eight-nation study of the ratio of core teaching staff to other professional staff, the United States had by far the lowest ratio (less than 1:1) with Belgium taking the lead at 4:1. Coyle reported that

> such a low ratio suggests that we do not place teaching at the center of the school's life. Rather than a design that is integrated and centrifugal, with all positions emanating from a central core of teaching, teaching is weighted down by a hierarchical, managerial chain of command. (Coyle, 1997, p. 2)

The National Commission on Teaching and America's Future (1996) also reported that historically the only route to advancement in teaching has been to leave the classroom for administration. "In contrast to the United States," the Commission stated,

> Many European and Asian countries hire a greater number of better-paid teachers, provide them with more extensive preparation, give them time to work together, and structure schools so that they can focus on teaching and come to know their students well. (p. 19)

In this type of arrangement, teaching is the mission of the school, and the teacher's part in that mission is most

important. Providing time to work together is pivotal because it allows time for collaborative reflection and decision making, both essential components of leadership (Coyle, 1997).

Teacher Leaders

There have always been teacher leaders in schools. Primarily, they served as department chairs, team and grade leaders, and curriculum committee chairs (Gehrke, 1991). With the coming of restructuring efforts in the field of education, new leadership roles emerged. Gehrke (1991) reported that experienced master teachers served as mentors to new teachers, engaged in decision making about structures and programs in their schools, work in areas of conflict resolution, lead inservice education programs, participate in performance evaluation of teachers, and assisted in site-based management. The use of these informal leadership structures, as stated by Whitaker (1995), was a much more efficient and effective method of implementing lasting change in a school (Whitaker, 1995).

There were several reasons that pushed the creation of new roles in the school for instructional leaders. Acheson and Gall (1997) described one of these reasons as the

increased role conflict felt by principals who are expected to be strict evaluators of teachers and also kind, sympathetic, helpful supervisors of instruction. Another pressure they described came from task forces and special committees that recommend career ladders for teachers among other incentives and rewards to improve the performance of schools (Acheson & Gall, 1997). The third reason, however, and possibly the most important reason to look for alternative sources of instructional leadership was that traditional arrangements were not getting the job done. The functions of supervision were not being carried out well in many schools (Acheson & Gall, 1997).

Lemlech (1995) described many different forms of teacher leadership. Some teacher leaders, he reported, innovate pedagogically. Some, Lemlech stated, work with students in creating and changing curriculum and classroom life while others work with colleagues to improve teaching and the school and classroom environment (Lemlech, 1995). He described some teacher leaders as focusing on teaching while others study school organization and collegial support systems. Lemlech also described the creation of professional development schools as another means for teachers to work

together to implement change, set professional standards, and assume role model responsibilities for new teaches. In his research he found teacher-leaders serving as classroom teachers, mentors, consultants, grade-level chairs, department chairs, supervisors, principals, and university educators. Teacher leaders were not necessarily administrators of schools, programs, or school districts (Lemlech, 1995).

Whitaker (1995) outlined several ways to determine who the informal leaders are in a school. Teachers were sometimes identified through observation of communication, skills, nominations, or selection by other teachers, or recognition by principals. Buday and Kelly (1996) reported that many of the teachers who have completed the National Board Certification process have positioned themselves as key policymakers and have become the leaders in education reform (Buday & Kelly, 1996). Perhaps this process, along with a review of leadership characteristics, could be examined as a method for identifying teacher leaders within the field of education.

Leadership Characteristics

Along with the frequent calls for school reform was the assumption that the leadership needed to bring change would somehow emerge. Mendez-Morse (1992) reported that education researchers have begun to examine school administrators' leadership skills looking for the characteristics that help or impede efforts to improve education. She also stated that personal qualities have an important influence on educational leadership. Research into leadership characteristics included studies of individual factors, situational elements, and a combination of factors (Mendez-Morse, 1992). Studies of the differences between leaders and followers attempted to isolate the specific characteristics that created effective leaders. The conclusion was that no one characteristic distinguished effective leaders from ineffective ones. In this study by Mendez-Morse, research data identified several leadership characteristics such as vision, valuing human resources, stressing student-centered schools, communicating and listening, being proactive, and taking risks. The researcher concluded that leaders are more than just managers and that they possess special

characteristics that help change organizations (Mendez-Morse).

Conley and Muncey (1999) conducted interviews with teachers on the subject of teacher leadership. During the interviews, teachers described the necessary characteristics for those taking leadership positions as being integrity, willing to invest time in people, and being organized. Also listed as necessary skills for teacher leaders were the ability to be analytical, open to new suggestions, and aggressive (Conley & Muncey, 1999). Rosenholtz's (1989) study of collaborative elementary schools revealed that teachers from collaborative settings described their teacher leaders as those who initiated new programs, tried new ideas, and motivated others to develop solutions to teaching problems.

Teacher Leader Identification

Wilson (1993) researched teacher leadership by asking more than 400 teaches in six high schools in one district to nominate teachers that they regarded as leaders. The reasons listed by more than 100 teachers for nominating a colleague were very consistent. Included in their description were the characteristics of being hard working and highly involved with curricular and instructional innovation. These teachers

also stated that these nominees demonstrated creativity by their power to motivate students from a wide range of backgrounds and abilities. They were also gregarious and made themselves available to other teachers as a resource or an advocate, and they energetically sponsored extracurricular activities for young people (Wilson, 1993).

Burr (1993), as cited by Whitaker (1995), also supported this perspective on teachers as leaders. As a former high school principal he believed that there are three kinds of teachers in a school: "superstars, backbones, and mediocres" (p. 357). Burr explained that the way to determine the category of each teacher is simple. He described a "superstar" (p. 357) as a teacher who, should he or she leave school, would be nearly impossible to replace. Burr also included that these are the top 5% of teachers. The "backbones" (p. 357) he described as good, solid teachers; but if one quit, a replacement teacher would probably do about as well. The third category, the "mediocres," (p. 357) were easily identifiable, Burr contended, because if the opportunity to replace one arose, a replacement would probably do a better job (Whitaker, 1995).

In the identification of these teacher leaders, Whitaker (1995) described several methods. One was to observe at teacher meetings and note who commanded the most attention when speaking. Another effective procedure was to examine votes among teachers when there are nominations or selections to important building- or district-level committees and see whom the teachers respect. The third strategy outlined was to simply ask teachers who they regard most highly among their peers (Whitaker, 1995). Teachers were also identified through observation of communication skills, nominations or selection by other teachers, or recognition by principals. Buday and Kelly (1996) reported that many of the teachers who have completed the National Board Certification process have become leaders in education reform as well and are serving in leadership capacities.

Wilson (1993) researched further into the concept of who is a teacher leader by using a reputational nomination procedure to select teachers for intensive interviews. By collecting demographic data from these interviewees, Wilson created a more complete picture of a teacher leader. She described the typical teacher leader as being 42 years of age and having taught for almost 13 years. More than half of

them had served as formal leaders, either as department chair for an average of 11 years and/or as a committee representative of the teachers' union for at least 3 years. These teachers were usually found to hold a master's degree as well (Wilson, 1993).

In her research Wilson (1993) also compared teacher leaders with leaders in other fields. She selected the Kouzes and Posner (1987) model as the best tool for understanding teacher leadership. In The Leadership Challenge: How to Get Extraordinary Things Done in Organizations, Kouzes and Posner described the leadership behaviors of 1,300 middle and senior managers in private and public sector organizations across the country. They found that leaders challenge the process because they are risk takers who capitalize on opportunities. Leaders, through effective communication, inspired a shared vision. While nurturing the talent and energy of colleagues, leaders enabled others to act. Kouzes and Posner also described leaders as role models and planners who model the way and serve as coaches and cheerleaders. In their words, they encouraged the heart (Kouzes, 1987).

Leadership Roles

Implementing change in a successful manner has been called the biggest challenge facing schools today (Lieberman, 1998). Effective change was recognized as being critical because new issues constantly surfaced that increased and altered the responsibilities of public education. An essential element in successful change was found to be the use of teacher leaders by administrators and others who were working to bring about these innovations. As the duties of the school administrators have increasingly grown, teacher leaders have accepted more and more responsibility. In this changing school leadership structure, perhaps these teacher leaders might be effectively used to supplement the principal's role in the training and evaluation of school personnel (Whitaker, 1995).

Formal leadership roles are essential to the smooth operation of a school. These roles are often filled on a seniority basis by teaches that are not necessarily the most skilled or the best able to communicate with their peers. Whitaker (1995) contended that a more effective method of implementing lasting change in a school is to use the

informal teacher leadership structure. In his research, he recognized that every group or organization has individuals who are respected by everyone, or almost everyone, in the group. In every school, he acknowledged, there are always a few teachers who have the respect of every other teacher. In Whitaker's opinion, by identifying these people and allowing them to lead the rest of the faculty in new directions, effective change can be accomplished (Whitaker, 1995).

Teacher Leaders as Mentors

In many areas, mentoring programs have paired new teachers with experienced teachers in the form of mentor-protégée relationships. In other areas, teachers who wanted to support a novice teacher often helped in other ways. In either situation, teacher leaders have taken on the role of training these new teachers (Peterson, 1998).

Hertzog (1995) described the serving as a mentor to preservice teachers as not an easy task. Preservice teachers, he explained, must learn how to be reflective about practice, approach teaching and learning from an inquiry based model of thinking, develop skills of collegiality, and become skilled in the best methods of teaching available (Hertzog). He also felt that helping

preservice teachers reach these goals was a time consuming task for master teachers. In addition to practicing their own teaching, he stated, the master teacher must be highly skilled in helping the preservice teacher develop the new professional skills demanded of teachers in restructured school settings (Hertzog). Lemlech confirmed that preservice teachers could achieve collegial relationships with each other (Lemlech, 1995).

Banschbackh and Prenn (1993) reported on a collaborative effort between the Mankato State University in Minnesota and 53 schools in 11 Minnesota counties. The initial goal of this collaboration, the Laboratory District Teacher Education Center, was to improve K-12 instruction and teacher education (Banschbackh & Prenn, 1993). Its initial assumption, as described by Banschbackh and Prenn, was that the most obvious and effective way to bring about this improvement was through extensive collaboration between the school districts and the university. The most successful aspect of the collaborations, however, was the use of teachers as mentors (Banschbackh & Prenn).

One of the main purposes of the mentoring program at Mankato State University was to improve education through

assisting teachers. The center's mentor teachers were master teachers from partnership schools who, unlike some mentoring programs, were released full time from teaching for a year to serve as mentor teachers (Whitaker, 1995). They assist both new teachers and experienced teachers with new responsibilities. Traditionally, as stated by Whitaker, teachers have not coached or Mentored other teachers. In his study, however, he found that often it was the more experienced teachers who were looking for someone to help them improve what they were doing rather than the new teachers. They wanted to be re-energized and they looked to the teacher leaders or master teachers to help them. The program at Mankato sought to assist these teachers as well (Banschbackh & Prenn, 1993).

Another purpose of the mentoring program, as described by Banschbackh and Prenn (1993) was the development of the mentor teachers as teacher leaders and counselors. The mentors counseling teachers new to the profession or to the district, helping them with their teaching strategies, improvement of classroom management, planning classroom management, planning curriculum, and developing productive relationships with fellow teachers and with parents

(Banschbackh & Prenn, 1993). They also modeled innovative approaches to teaching with groups of students whom they have never met before and counseled graduate interns. As a result of these duties, they became familiar with a diversity of teaching styles, classrooms, and schools and developed a better understanding of their own teaching styles (Banschbackh & Prenn, 1993).

Banschbackh and Prenn (1993) also described the importance of the additional responsibilities of the mentor teachers in their professional growth. These teachers, in addition to their mentoring duties, served as university staff. For many districts in this rural area, the mentor teachers were the only university staff people visiting the school, and they were quite often stopped in the halls for their help on whole language, multicultural education, or cooperative learning (Banschbackh & Prenn, 1993). These teachers listened to the needs and concerns of teachers other than the mentees, acted as reference librarians and as traveling libraries, and organized and conducted inservice sessions at the schools (Banschbackh & Prenn).

As these teachers returned to their classrooms at the end of the year's experience, they found that they had

enriched their classroom skills, learned new teaching strategies in response to the mentees' needs, and learned from the mentees themselves. They developed a larger vision of teaching, self-confidence, and a new sense of professionalism (Banschbackh & Prenn, 1993).

The transformation of mentor teachers into stronger teacher leaders resulted from the combination of many experiences. Through mentoring, these teachers became familiar with a variety of classrooms and schools (Banschbackh & Prenn, 1993). By serving as center staff, the mentor teachers experienced the university culture of study, reflection, and discussion. As they directed projects in their home districts, these teachers became more familiar with school administration. As teacher leaders, these mentor teachers created connections between educational communities that make possible the common goals of improving education (Banschbackh & Prenn, 1993).

Sherril (1999) also addressed the role of teacher leaders in the training of preservice teachers. She indicated that teachers assuming leadership roles in the initial preparation of teachers will need training in collaborative planning and implementation as well as

instructional and developmental supervision (Sherril). Sherril also felt that abilities for teacher leaders engaged in teacher preparation included demonstrating expert classroom instruction and sound knowledge of effective teaching strategies, facilitating conferences with preservice teachers, analyzing approaches to their work, and providing feedback tied to theory and research.

Sherril (1999) stated that teacher leaders could not be expected to assume new mentoring roles armed only with the skills necessary to work with their peers. She found that teachers are not accustomed to teaching adults (Sherril, 1999). With training, however, Sherril felt that their new roles could be enhanced. She also found that the assignment of a well-trained support teacher or mentor to a beginning teacher was the most powerful and cost effective intervention in an induction program (Sherril, 1999).

Teacher Leaders as Trainers

Mandel (1995) identified teacher leaders as a source of inservice trainers. As teacher-in-service course requirements are being added, he explained, the new trend is for classroom teachers to serve as the inservice leader. Research indicated that teaching teachers in staff

development situations is not identical in all respects to the teaching of children or to other forms of adult education. Mandel also pointed out that sometimes teachers' reluctance to attend inservice courses make it difficult for the staff development leader. For this reason, it was reported, teachers are taking control of their own professional growth activities (Mandel). Mandel concluded that if teacher leaders were to teach these courses, they would need assistance. Even though these teachers intuitively know what their colleagues want and expect in an inservice course, preparation has been difficult because the teacher leader is also responsible for a normal teaching load. Mandel also found that most teachers have not had experience sharing their expertise with colleagues. He indicated that learning to do so required a whole new set of interactive courses and a true sense of commitment, particularly when one considers the preparation time involved and the frequent lack of remuneration. This experience, Mandel reported, is increasingly shared by many teachers across the country as they become the primary inservice leaders for their colleagues.

In this study that investigated how Teachers Teaching Teachers, a staff development project, influenced the attitudes and beliefs of public school teachers and administrators, Gilman and Smuck (1988) surveyed 52 educators. The results supported the effectiveness of teaches training teachers as a technique for enhancing positive educator attitudes and beliefs. Zimpher and Howey (1992) argued in their study of policy and practice toward the improvement of teacher education, that highly selected teachers should be trained to undertake a variety of leadership roles including providing professional development for their colleagues. As teachers, they would have more credibility with other teachers than outsiders. As teacher leaders on site, they could encourage and support more effective and job-related professional development than found in most traditional professional development programs (Zimpher & Howey).

Teacher Leaders as Evaluators

Another leadership role assumed by teacher leaders is one of an evaluator of teaching practices. A report published by the ERIC Clearinghouse for Public Education (Education, 1996) discussed how evaluation by teachers, or

peer review, might be used for instructional improvement. Reported also was information on the development and implementation of formative evaluation involving faculty in the assessment of colleagues. Practitioners believed that faculty are more qualified than students, administrators, and other constituencies to evaluate some aspects of instruction (Education, 1996). As stated, successful teachers are not only experts in their fields of study but also knowledgeable about teaching strategies and learning theories and styles. The report also indicated that these teacher leaders were committed to the personal and intellectual development of their students, aware of the complex contexts in which teaching and learning occur, and concerned about colleagues as well as their own teaching (Education, 1996).

Searfoss and Enz (1996) described a Phoenix, Arizona, school's development of a new assessment system that involved the component of peer assessment. After reviewing research, the faculty came to the conclusion that the evaluation of teachers' professional growth has never been or should never be the sole domain of the principal (Searfoss & Enz). It was also their belief that in order to

promote professional development, teachers must become an integral part of the assessment process within their schools. If teachers and administrators worked together to develop a peer-inclusive evaluation system, the opportunity for self-reflection and professional growth would become a reality. Searfoss and Enz also reported that as teachers assumed a dominant role in the developing of an evaluation instrument for themselves, they gained valuable insight into their own teaching. Learning to use the instrument for self- and peer assessment encouraged the teacher's personal and group reflection (Searfoss & Enz).

One study reported by Benzley (1985) described a teacher evaluation system in Salt Lake City which included peer review and assistance for deficient teachers and provided for strong, experienced teachers to work with teachers identified by their principal as deficient. In this system, teacher interviews were used to investigate the functioning of a district-wide peer evaluation system used for summative evaluation and possible teacher dismissal (Benzly). Peer evaluators were questioned about personal dimensions of being a reviewer and the impact of the peer review process on professional relationships. Major findings

of the study were a high level of acceptance of the peer review process and the high-perceived positive professional benefits resulting from serving as a peer evaluator.

National Board Certification Process

The National Board for Professional Teaching Standards (NBPTS) was established in 1987 in response to a recommendation that the Carnegie Task Force on Teaching as a Profession put forth in A Nation Prepared: Teaches for the 21st Century (Shapiro, 1995). The National Board set high and rigorous standards for what accomplished teachers should know and be able to do and certifies teachers who meet those standards. Teachers who have earned National Board Certification has demonstrated, through performance-based assessments, that they are committed to students and their learning (Buday & Kelly, 1996). The Teaching Standards for National Board Certification (1996) stated that these teachers know the subjects they teach and how to teach those subjects to students, are responsible for managing and monitoring student learning, think systematically about their practice and learn from the experience, and are members of learning communities.

Buday and Kelly (1996) described the National Board as including a 63-member board of directors, the majority of whom are classroom teachers and a third of whom are school administrators and policymakers. Also included were leaders from the nation's two largest teacher unions, both of which support the NBPTS. The board established policies which were embraced by teachers, parents, administrators, legislators, governors, unions, school board, disciplinary and specialty groups, teacher educators, and students.

Offered on a voluntary basis, National Board Certification has complemented state licensing. This process established advanced standards for accomplished teachers. Buday and Kelly (1996) described this year-long process as being rich with opportunities for teachers to refine and strengthen their skills. They also discussed the impact of the emphasis on reflection and collaboration and how the certification process encouraged teachers to assess their impact on the learning of individual students and to strengthen collegial relationships to develop a strong community of both adult and student learners.

The process of National Board Certification and the work of the National Board was designed around the ideals of

accomplished practice represented in the National Board's standards for each certification field. Teachers wrote the standards which represent a consensus among accomplished teachers in the field and other subject matter experts about what teachers should know and be able to do (Raths, 1999).

The assessment requires teachers to submit a portfolio and complete a series of exercises administered at an assessment center. The portfolio included reflective commentaries in which teachers describe their instructional practices and evaluate their effectiveness. Videotapes of classroom interactions are also included with a written reflective narrative. Teachers are also asked to document and analyze the progress of selected students and to develop strategies for promoting the students' learning (Kelly, 1999).

Buday and Kelly (1996) explained the dedication of the National Board to strengthening the teaching profession and the belief that teaching is the anchor of a professional career in education. For this reason, as described by the Board, outstanding teachers should have access to a career path that allows them to stay closely connected to students, yet at the same time offers them incentives and rewards to

continue teaching. The National Board Certification process motivated accomplished teachers to continue working directly with students while growing professionally. Portfolio (1996), a publication of the National Board for Professional Teaching Standards, reported that the NBPTS is working to establish education as a true profession with a "career continuum" anchored in teaching but enriched professionally with new leadership roles and responsibilities. As an encouragement to these accomplished teachers, many states adopted measures that provided additional compensation for National Board Certified Teachers (Standards, 1999).

Through establishing and maintaining high and rigorous standards, through the National Board Certification process, the teaching profession earned stronger support and respect from the public (Kelly, 1999). Teachers' involvement in the certification process strengthened community support of schools and opened new lines of communication between teachers and administrators, teachers and parents, and teachers and elected officials. The teachers who participated in the National Board Certification process were willing to undertake a tremendous amount of work to complete the requirements (Kelly). Buday and Kelly (1996)

noted that the teachers who participated were already recognized as good teachers and had earned legitimate administration and respect for their hard work.

The National Board conducted a study of its assessments on candidates for certification. Virtually all of the candidates questioned reported that the process itself is a rigorous professional development experience that affects their practice long after they have completed the assessments (Browne & Autonn, 1999). Teachers certified by the National Board are true proponents of education reform. The certification system has created greater leadership roles for teachers and for reorganizing schools. Buday and Kelly (1996) reported that it helped teachers to develop tools they need in order to be empowered professionals. They also stressed the importance of the National Board in advocating a role for teachers in which they are integrally involved in the analysis and construction of curricula, in the coordination of instruction, in the professional development of colleagues, and in many other decisions fundamental to the creation of highly productive learning communities and greater student learning.

Buday and Kelly (1996) also included in their report that a large number of the teachers who have participated in the certification process have been given greater leadership roles within their schools. Some certified teachers were asked to supervise student teachers, and many mentored candidates for National Board Certification, which provided them with the opportunity to work with other experienced teachers. Quite often, teachers completing the National Board Certification process were tapped for special projects, including school restructuring programs, curriculum development committees, and state standards-setting panels (Browne & Autonn, 1999).

National Board Certification Requirements as Compared to Leadership Practices on the Leadership Practices Inventory and to Characteristics of Teacher Leaders

Challenging the Process

"Leadership is an active, not a passive process. Individuals who lead others to greatness seek challenge" (Kouzes & Posner, 1987, p. 8). During interviews conducted as part of a project on what leaders considered to be their "personal best" (p. 8) experiences at setting their own individual leadership standard of excellence, Kouzes and

Posner concluded that leadership "personal bests" (p. 8) involved some kind of challenge. The challenge may have been an innovation in products, reorganization in business, or a turnaround in profits, but the majority of the cases involved a change from the status quo. They involved challenging the process (Kouzes, 1983).

Leaders in the study were found to be people who are willing to step into the unknown, take risks, innovate, and experiment in order to find new and better ways of doing things. The leaders' primary contributions were in the recognition of good ideas, supporting those ideas, and the willingness to challenge the system in order to get new products, processes, and services adopted. Experimentation, innovation, and change all involved risk and failure. Leaders have always been learners. They have learned from their mistakes as well as their successes (Kouzes & Posner, 1987).

Similar characteristics have been described in the National Board Professional Teaching Standards (NBPTS) for accomplished teachers. These teachers have demonstrated that they think systematically about their practice and learn from the experience. Accomplished teachers have also

practiced lifelong learning and have regularly sought advice from colleagues and others to strengthen their practice (Shakowski, 1999). Lemlech (1995) identified this collaborative effort of accepting responsibility to accomplish purposeful change as a role of educational leaders as well. As outlined in the NBPTS, accomplished teachers daw won research and their own experiences to improve their teaching and they too learn from their mistakes (Shakowski, 1999). Lemlech (1995) also listed the employing of multiple perspectives to study and solve problems as another role of the educational leaders.

In Wilson's (1993) study of the characteristics of teacher leadership, teacher leaders were also identified as seekers of challenges and growth. Those teachers in the study who were identified by their peers as leaders were reported to go out of their way to find innovative, exciting, and challenging programs, both for the benefit of their students as well as themselves (Wilson, 1993).

Inspiring a Shared Vision

Kouzes and Posner (1987) described a leader's job as the creator of vision.

> This dream or vision is the force that invents the future. Some might call this a purpose, mission, or goal. It is the desire to make things happen, to implement change, or to create something that has never been created before. (Kouzes & Posner, 1987, p. 9)

In order for change to occur, however, the vision must be shared. Visions only seen by leaders have not been sufficient enough to facilitate change. Kouzes and Posner identified this ability of enabling others to share the dreams of the leader as inspiring a shared vision. By showing how all will be served by a common purpose, leaders got others to buy into their dreams. The researchers also discovered that leaders must be enthusiastic about their vision if they are to excite others. In their study of leaders' "personal best" (p. 2), Kouzes and Posner found that person after person recorded that they were extremely enthusiastic about their projects. "The leader's own belief in and enthusiasm for the vision are the spark that ignites the flame of inspiration" (Kouzes & Posner, 1987, p. 10).

The National Board of Professional Teaching Standards described accomplished teachers as member of learning communities (Shapiro, 1995). National Board Certified

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teachers have demonstrated that they strongly belief in continuous improvement of school-wide curriculum, instruction, and teaching practices and work with their colleagues to make this happen. With parents, they have worked to improve student growth with the vision that all students can learn. National Board Certified teachers also have documented how they share their vision with others and inspire students, parents, and fellow teachers to work with them to make it a reality (Shakowski, 1999).

In comparison, during her study of teachers regarded by their peers as leaders, Wilson (1993) reported that these teachers were characterized as gregarious and made themselves available to other teachers as a resource or an advocate. They were committed to idealistic personal goals but were tentative about school-wide goals. Even though the teacher leaders in this study wanted schools to be communities with more resources for instruction and greater influence and control for teachers, Wilson did not find that these ideas were expressed persuasively enough to inspire a shared vision (Wilson, 1993).

Enabling Others to Act

Kouzes and Posner (1987) discovered that leaders do not achieve success by themselves. Outstanding leaders enlisted the support and assistance of all those that it takes to make the project work. They encouraged collaboration, worked to build teams, and helped others become empowered. They "enabled others to act." Kouzes and Posner (1987) reported that in 91% of the cases they analyzed, leaders were quick to point out that teamwork and collaboration were essential in the "personal best" (p. 2) leadership experiences. They also indicated that the process of "enabling others to act" was perceived as the most significant of all the five leadership practices studied. Kouzes and Posner concluded that the effect of enabling others to act made them feel strong, capable, and committed and that they were more likely to use their energies to produce extraordinary results.

In comparison, National Board Certified teachers have documented how they reach beyond the classroom to work creatively and collaboratively with colleagues, parents, and the community (Shakowski, 1999). The National Board standards also included the need for collaboration of master

teachers with peers and other school processionals to shape the professional culture of the school and to strengthen their school's programs and education in general (Acheson & Gall, 1997). Accomplished teachers have modified their teaching methods and classroom environments to meet students' needs, and they have tried new approaches when others have failed. They have also demonstrated that they know when to enlist the help of students, colleagues, and classroom volunteers to assist them when needed (Shakowski, 1999).

Wilson (1993) concluded from her study of teacher leaders that they often feel like family: informal, reassuringly, dependable, and supportive of colleagues. These teachers pursued unique opportunities, but continued to be nurturing and cooperative with others. She described those she interviewed as risk-oriented, collaborative, and enabling others to act (Wilson, 1993).

Modeling the Way

In their study of leadership, Kouzes and Posner (1983) reported that leaders must have detailed plans, steer projects along the course, measure performance, and take corrective action. In order to have directed this course of

action, the leader must have "modeled the way" (Kouzes, 1987, p. 11). These researchers, in their study of leaders' personal best experiences, quoted Irwin Federman, president and chief executive officer of Monolithic Memories as saying "Your job gives you authority. Your behavior earns you respect" (p. 11). Ninety-five percent of the leaders surveyed in this study reported that they modeled the way through planning and leading by example (Kouzes, 1987).

Kouzes and Posner (1987) also reported that leaders must be clear about their vision and their beliefs and their behavior must be consistent with their stated beliefs if they are to retain the respect of those they lead. Participants in the leadership study felt that being a role model involved acting in a way that is consistent with their beliefs, being persistent in pursuit of their visions, and always being vigilant about the little things that make a big difference. They all felt that leaders must model the way (Kouzes, 1987).

National Board Certified teachers have been leaders and role models for their students. They have demonstrated that they know the subjects they teach and how to teach those subjects to students (Shakowski, 1999). They have also

demonstrated that they keep up with emerging theories and debates in their field. These teachers have been credited wit the ability to assess student progress and teach students how to assess their own progress. They have created an environment that encourages risk-taking, inquiry, persistence, and collaboration and fosters democratic values (Shapiro, 1995). Their enthusiasm for continued learning has provided a compelling model for the students they teach (Shakowski, 1999).

Leadership, according to Wilson (1993), is the process of bringing forth the best from one's self and others. In her study of teacher leaders, Wilson found them to be strong models for their students but did not find them ready to lead colleagues. Even though in the eyes of their colleagues leadership skill with students has qualified some teachers as leaders in their schools, teacher leaders have not always understood that they inspire and influence their peers as well. They have often failed to understand that role modeling is a powerful form of leading (Wilson, 1999). "Perhaps if they could understand how they could play a leadership role just by 'modeling the way' these teacher

leaders could invigorate their schools" (Wilson, 1999, p. 25).

Encouraging the Heart

The road to success has sometimes been long and hard. People have become tired, frustrated, and disenchanted. It has been easy to give up. "Leaders 'must encourage the heart' of their followers if they are to keep trying" (Kouzes, 1987, p. 12). Kouzes and Posner (1987) found in their study of leadership many examples of individual recognition and group celebration. Thank you notes, cards, and letters of recognition have all been signs of encouragement to keep on winning. Leaders have also encouraged themselves through love of their work, their customers, or their products (Kouzes, 1987).

Teachers seeking National Board Certification have also demonstrated how they foster students' self-esteem, civic responsibility, and respect for one another. They have exhibited a belief that all students can learn. In order to give students the opportunity to succeed, they have recognized the differences among students and adjusted their practice accordingly (Shakowski, 1999). National Board Certified teachers have recognized the teachable moment and

have know how to seize it (Shapiro, 1995). They have celebrated learning.

In comparison, teacher leaders have recognized the ways in which their fellow colleagues as well as their students lead. Through recognition, the status of teaching has been heightened. Writing notes recognizing accomplishments, bragging about their colleagues in the community, and verbally exchanging sincere praise are strategies that teacher leaders have used to celebrate the jobs of teaching (Katzenmeyer, 1996). By serving as coaches and cheerleaders, they have "encouraged the heart" (Wilson, 1993, p. 26).

Summary

There were many similarities between the National Board Certification expectations and the descriptions of the characteristics expected in effective educational leadership. In a comparison of Kouzes' and Posner's (1987) studies of what leaders considered their "personal best" (p. 2) experiences, the standards that National Board Certification candidates exhibited in their teaching practices and collaboration with peers, and the qualities that identified teachers as leaders in their field, many similarities were found. These individuals have challenged

themselves to find new and innovative approaches to achieve their goals, take risks, and learn from their own mistakes. Leaders in education, business, and industry have set goals and facilitated change. By "sharing the vision" they have made things happen. National Board Certified teachers have documented their ability to share their vision with others in order to inspire students, parents, and fellow teachers to work with them in order to make the vision a reality. Outstanding leaders have also encouraged collaboration and teamwork. In comparison, National Board Certified teachers and teachers' leaders have demonstrated their ability to work with colleagues, parents, and community members to strengthen education for their students. Leaders in the business world, teacher leaders, and Nationally Board Certified teachers have all served as role models to others. They have modeled the way for others to follow and celebrate success when it occurs.

An identification of teacher leaders through the National Board Certification process could be an effective way of establishing a pool of teachers who have the qualities necessary for successful school leadership. These teacher leaders could assume roles in decision making,

teacher evaluation, professional development, and site-based management. Through the use of these teachers in key positions, effective and lasting educational change could take place.

METHODOLOGY

Participants

The participants in this study included 100 teachers from across the state of Mississippi who have successfully completed the certification process through the National Board for Professional Teaching Standards. Also included in this study were 100 teachers from across the state of Mississippi who are not certified by the National Board for Professional Teaching Standards and have not been through the certification process. This study was based on the self-perception of teachers from both groups of their leadership behaviors as measured by the Leadership Practice Inventory.

Sampling Procedures

The participants for this study were obtained from two randomly generated lists. The first list consisted of 100 teachers who have successfully completed the National Board certification process. These teachers were randomly selected from the list of 321 National Board certified teachers

within the state of Mississippi who had received certification between 1995 and 1999. The second list of participants consisted of 100 teachers from across the state of Mississippi who are not certified by the National Board. This random list was generated from names of teachers obtained from the Office of Management Information Services at the Mississippi Department of Education, and from names collected from web sites of schools across the state of Mississippi.

Data Collection

A copy of the Leadership Practices Inventory with an accompanying cover letter explaining the process was mailed to all participants within the two selected groups with a self-addressed stamped envelope included. The participants completed the inventory and returned it in the stamped envelope. Copies of the Leadership Practices Inventory were individually numbered and coded for each of the two groups so that they could be separated when they were returned. Cards were sent to participants to remind them to return the inventories.

Instrumentation

The Leadership Practices Inventory (Kouzes & Posner, 1997) was used to determine the self-perceived leadership behaviors of the participants. The instrument contains 30 items to which the participant will respond on a 1-10 point scale, as to what degree they engage in the behavior described. Factor analysis used to determine the extent to which the Leadership Practices Inventory measured common or different content areas revealed that the Leadership Practices Inventory contained five factors (Kouzes & Posner, 1997). The instrument measured five areas of leadership behavior which included Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart. Kouzes and Posner (1997) reported that the internal reliability coefficients of the LPI scales are generally above .80 and that over periods as short as one or 2 days and as long as 3 to 4 weeks, scores on the LPI show significant test-retest reliability at levels greater than .90 correlation. Earnest (1995) reported that internal liabilities for the LPI ranged from .57 to .80 for the five leadership practices (Earnest, 1995). Berumen (1992) also reported an internal reliability (standardized Cronbach

alphas) for the five leadership scales ranged from .81 to .89 (Berumen, 1992). In a study conducted by Fields and Herold (1997) reliabilities of the scores on the five LPI scales in the sample ranged from .82 to .92, which is also similar to the reliabilities reported previously (Fields & Herold, 1997).

Data Analysis

The data were analyzed with a multivariate analysis of variance (MANOVA) to determine if there were significant differences in the perceived leadership behaviors of Mississippi teachers who have achieved National Board Certification and those who have not. Results of scores on each of the five Leadership Practices Inventory scales and the total scores were analyzed. A criterion of .05 was used for reporting statistical significance.

ANALYSIS OF DATA

Description of Respondents

On or about September 5, 2000, a packet containing a cover letter explaining the survey and requesting pertinent demographic information, a consent document for research participants, and the Leadership Practices Inventory instrument was sent to 200 randomly selected teachers from

across the state of Mississippi. One hundred of these teachers were National Board Certified and 100 were not National Board Certified. Of the 200 survey forms sent, 86, or 43%, were returned. Three of the respondents did not complete the forms and they were not used in the final analyses. The analyses performed were based on 83 respondents, or 41.5% of the random sample. Forty-three of these respondents were National Board Certified teachers and represent 43% of the 100 National Board Certified teachers included in the random sample. Forty were not National Board Certified teachers and represent 40% of the 100 non-National Board Certified teachers included in the random sample.

The demographic data of the 83 respondents showed that 92.8& were female and 7.2% were male. The age ranges were as follows: 10.8% were in the age range of 21-31, 18.1% were 32-41, 43.4% were 42-51, and 27.7% were 52-61. The data on the level of educational degrees listed 42.2% with a bachelor's degree as the highest degree held, 47.0% a master's degree, 8.4% a specialist's degree, and 2.4% a doctorate. The ethnicity of the 83 respondents was 92.8% Caucasian, 4% African American, 1.2% Asian or Pacific Islander, and 1.2% Native American. The demographics

concerning the total years of teaching experience included 4.8% as having taught for 1-2 years, 9.6% for 3-5 years, 13.2% for 6-10 years, 30.1% for 11-20 years, 33.7% for 21-30 years, and 8.4% for over 30 years. More information on the demographic data is presented in Appendix 1.

Appendices 2 through 7 present a cross tabulation of the two factors of the independent variable of certification type and the demographic variables. In Appendix 2 the data on the gender of the respondents are displayed. Of the 43 National Board Certified respondents, 97.6% were female and 3.4% were male. Of the 40 respondents who were not National Board Certified, 87.5% were female and 12.5% were male.

Appendix 3 presents the age range of the National Board Certified teachers and the non-National Board Certified teachers. Both groups contained higher numbers in the age range between 42-51 with 48.8% of the National Board Certified teachers falling in this age range and 37.5% of the non-National Board Certified teachers falling in this range as well. This is reflective of the overall group of respondents.

Appendix 4 presents the educational background of each of the certification types. A higher percentage of the

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National Board Certified teachers (53.5%) held a master's degree while a higher percentage of the non-National Board Certified teachers (60%) listed a bachelor's degree as the highest degree held.

Appendix 5 displays the number of years of teaching of both certification types. Of the National Board Certified teachers responding, none had taught less than 6 years. More teachers in this group (44.1%) listed 21-30 years as the number of years taught. In the noncertified group, 11-20 years was listed most often (30%).

Appendix 6 presents information on the grade levels taught by the respondents. More of the respondents in both certification groups, National Board Certified teachers (65%) and non-National Board teachers (72%), taught in grades K-6 than in grades 7-12.

Appendix 7 displays the ethnicity of each group. Of the National Board Certified respondents, 100% of the respondents were Caucasian. Of the non-National Board Certified teachers, 10% were African American, 2.5% were Asian or Pacific Islander, 2.5% were Native American, and 85% were Caucasian.

Appendix 8 presents information on the subjects taught by the respondents. In the National Board Certified group, the largest group of respondents (39.5%) indicated that they were self contained and taught all subjects. In the non-National Board Certified group, the largest number of respondents (57.5%) were also teachers who taught in a self-contained classroom. Multivariate analysis of the demographic data did not reveal any significant interaction between the dependent variables and the demographic variables.

Tabulation of Scores on the Dependent Variables

The total scores on each of the five dependent variables were based on the respondents' answers to sets of questions within the 30 total questions on the Leadership Practices Inventory. Respondents answered the questions using the following 10-point scale: 1 = *Almost Never*, 2 = *Rarely*, 3 = *Seldom*, 4 = *Once in a While*, 5 = *Occasionally*, 6 = *Sometimes*, 7 = *Fairly Often*, 8 = *Usually*, 9 = *Very Frequently*, 10 = *Almost Always*. These scores were tabulated for each respondent in each of the five areas of leadership behaviors using the scoring software for the Leadership Practices Inventory. The reliability of this instrument was

tested and revealed an internal reliability (standardized Cronbach alphas) of .81. Appendixs 9 through 13 present a sample tabulation for each of the five leader behaviors of the Leadership Practices Inventory. Appendix 9 displays the questions related to the leader behavior of Challenging the Process. Appendix 10 displays the questions related to the leader behavior of Inspiring a Shared Vision, Appendix 11 displays the questions relating to the leader behavior of Enabling Others to Act, Appendix 12 displays the questions relating to the leader behavior of Modeling the Way, and Appendix 13 displays the questions relating to the leader behavior of Encouraging the Heart. Results of the tabulation of the total score for each behavior for the National Board Certified respondents and the non-National Board Certified respondents were then analyzed.

Descriptive Data

Appendix 14 presents descriptive data for the teachers in both the National Board Certified group and the non-National Board Certified group in all five categories of leadership behavior on the Leadership Practices Inventory. These data indicate that the mean for the National Board Certified group was higher in all five categories:

Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart. Multivariate tests indicated that the main effect of the certification factors was significant at level .05.

Tests of Hypotheses

Hypothesis 1

Mississippi teachers who have achieved National Board Certification will score higher on the dependent variable of the perceived leader behavior Challenging the Process on the Leadership Practices Inventory than Mississippi teachers who have not achieved National Board Certification.

The use of the multiple analysis of variance technique resulted in the acceptance of Hypothesis 1, $F(1, 82) = 44.343$), $p = .000$. Therefore, these data indicated that there was a significant difference between the higher group mean score on the dependent variable Challenging the Process of those teachers who were National Board Certified and the group mean score of those teachers who were not National Board Certified.

Hypothesis 2

Mississippi teachers who have achieved National Board Certification will score higher on the dependent variable of

the perceived leader behavior Inspiring a Shared Vision on the Leadership Practices Inventory than Mississippi teachers who have not achieved National Board Certification.

The use of the multiple analysis of variance technique resulted in the acceptance of Hypothesis 2, $F(1, 82) = 17.654$, $p = .000$. Therefore, these data indicated that there was a significant difference between the higher group mean score on the dependent variable Inspiring a Shared Vision of those teachers who were National Board Certified and the group mean score of those teachers who were not National Board Certified.

Hypothesis 3

Mississippi teachers who have achieved National Board Certification will score higher on the dependent variable of the perceived leader behavior Enabling Others to Act on the Leadership Practices Inventory than Mississippi teachers who have not achieved National Board Certification.

The use of the multiple analysis of variance technique resulted in the acceptance of Hypothesis 3, $F(1, 82) = 15.832$, $p = .000$. Therefore, these data indicated that there was a significant difference between the higher group mean score on the dependent variable Enabling Others to Act of

those teachers who were National Board Certified and the group mean score of those teachers who were not National Board Certified.

Hypothesis 4

Mississippi teachers who have achieved National Board Certification will score higher on the dependent variable of the perceived leader behavior Modeling the Way on the Leadership Practices Inventory than Mississippi teachers who have not achieved National Board Certification.

The use of the multiple analysis of variance technique resulted in the acceptance of Hypothesis 4, $F(1, 82) = 8.054$, $p = .006$. Therefore, these data indicated that there was a significant difference between the higher group mean score on the dependent variable Modeling the Way of those teachers who were National Board Certified and the group mean score of those teachers who were not National Board Certified.

Hypothesis 5

Mississippi teachers who have achieved National Board Certification will score higher on the dependent variable of the perceived leader behavior Encouraging the Heart on the

Leadership Practices Inventory than Mississippi teachers who have not achieved National Board Certification.

The use of the multiple analysis of variance technique resulted in the acceptance of Hypothesis 5, $F(1, 82) = 11.685$, $p = .001$. Therefore, these data indicated that there was a significant difference between the higher group mean score on the dependent variable Encouraging the Heart of those teachers who were National Board Certified and the group mean score of those teachers who were not National Board Certified.

CONCLUSIONS

The general purpose of this study was to determine if there were differences in the leadership behaviors of teachers as measured by the Leadership Practices Inventory in the dimensions of Challenging the Process, inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart who have successfully completed the National Board Certification process and those who have not. If differences were found, then perhaps the successful completion of the National Board Certification process can serve to identify teachers who can be given leadership roles

within the educational profession while they are still functioning as master teachers within the classroom.

Discussion

The findings of this study on the leadership behaviors of National Board Certified teachers are consistent with Wilson's research (1993) on the characteristics of teacher leaders. In her study, teachers who were identified by their peers as leaders were reported to go out of their way to find innovative and challenging programs and exhibited the leadership characteristic of Challenging the Process as described by Kouzes and Posner (1987). In the current study, National Board Certified teachers scored higher on this leader behavior than noncertified teachers. Their responses on the Leadership Practices Inventory indicated that they seek challenging opportunities, challenge people to try new approaches and experiments, and take risks. By recognizing these capabilities in National Board certified teachers and supporting and encouraging their innovative approaches to curriculum and instruction, administrators could utilize these teachers to implement positive change within their schools.

National Board Certified teachers also scored higher on the leader behavior of Inspiring a Shared Vision as described by Kouzes and Posner (1987). Through their scores on the Leadership Practices Inventory they demonstrated that they were enthusiastic, positive about the future, speak with conviction about the meaning of work, and show others how their interests can be realized. National Board Certified teachers, through the certification process, have demonstrated an enthusiasm for teaching and an ability to reflect on their teaching practices. They are usually respected as professionals and their opinions valued by their peers. Kouzes and Posner (1987) also described leaders as being enthusiastic about their projects and possessing the ability to excite others. By using National Board Certified teachers in roles as mentors, presenters, and speakers, their enthusiasm could serve as a spark to ignite this same enthusiasm in others.

In the leader behavior of Enabling Others to Act, the National Board Certified teachers scored higher than the non-National Board Certified teachers. Their responses on the Leadership Practice Inventory described their abilities to develop cooperative relationships, treat people with

respect, support other people's decision, and listen to diverse points of view. Kouzes and Posner (1987) concluded that the effect of enabling others to act makes them feel strong, capable, and committed and they are more likely to use their strategies to produce extraordinary results. Wilson (1993) reported from her study of teacher leaders that they feel supportive of colleagues and cooperative with others. She described the teacher leaders that she interviewed as risk-oriented, collaborative, and enabling others to act. National Board Certified teachers must also document, during the certification process, that they work creatively and collaboratively with colleagues, parents, and the community. They work with peers and other professionals as a collaborator, a learner, and a leader. These qualities represent their strength in enabling others to act. National Board Certified teachers could use this leadership behavior in the roles of peer evaluator, committee and department chairperson, and lead teacher.

National Board Certified teachers can serve as role models to other educational professionals. These teachers have demonstrated that they kept up to date on emerging educational theories, and they provide a compelling model

for the students they teach. They scored higher on the leader behavior of Modeling the Way during the current study than teachers who are not National Board Certified. Their scores on the Leadership Practices Inventory reflected their abilities to set examples of what is expected, make progress toward goals, and follow through on promises and commitments. These teachers could be used effectively as role models within their schools through positions as peer coaches, guides for student teachers, and mentors to other teachers going through the National Board Certified process.

Kouzes and Posner (1987) concluded that leaders must encourage the heart of their followers if they are to keep trying. National Board Certified teachers scored higher on the leader behavior of Encouraging the Heart than those teachers who are not National Board Certified. On the Leadership Practices Inventory they indicated that they give team members appreciation and support, express confidence in people's abilities, and find ways to celebrate accomplishments. These teachers, through the National Board Certification process, have demonstrated that they foster students' self esteem and respect for one another. In Wilson's study (1993) of teacher leaders, she reported that

teacher leaders recognize the ways in which fellow colleagues as well as their students lead. As National Board Certified teachers serve in the capacity of coaches, mentors, consultants, trainers, and team leaders, they will celebrate the joys and accomplishments of teaching and help to encourage the hearts of students and teachers.

Mississippi is facing a shortage of qualified teachers and administrators. Teachers who possess leadership qualities could be used in part-time administrative roles while still functioning in the classroom as master teachers. By releasing National Board Certified teachers one or 2 days a week to assume leadership roles of curriculum coordination, peer coaching, supervision of student teachers, peer evaluation, and other organizational duties, administrators could receive the assistance they need and these highly successful teachers could remain in the classroom to successfully instruct students and serve as role models to their colleagues.

Conclusions

There were statistically significant differences between the National Board Certified teachers and those teachers who were not National Board Certified on the self

perception of their leader behaviors. The National Board Certified group scored themselves higher in all five dimensions of leader behavior on the Leadership Practices Inventory. There were greater differences in the dimensions of Challenging the Process and Inspiring a Shared Vision. In statistical tests conducted on the demographic variables of gender, educational experience, age, years of teaching experience, ethnicity, grade level, and subject taught, no significant differences were found to indicate that these factors influenced self-perceived leader behavior.

As part of the process of completing the National Board Certification process, teachers must demonstrate their professionalism through their role as a collaborator, a learner, and a leader. Teachers who have successfully attained National Board Certification may inherently possess these qualities. Another possibility is that perhaps the rigorous process that teachers complete in order to gain National Board Certification instills in them a sense of accomplishment that elevates their self perception and their leader behaviors.

Teachers could be identified as potential leaders through the successful completion of the National board

Certification process. These teachers could be given additional roles within their educational setting that would allow them to function as leaders while remaining in the classroom. By using this potential pool of leaders in part-time leadership capacities, administrative duties could be more evenly distributed within the school setting without pulling master teachers from the classroom for full-time administrative positions.

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Appendix 1

Demographic Data of Teachers

Independent Demographic Variables	N	Percent of Total	Central Tendency	
Gender			Mode	Female
Male	6	7.2%		
Female	77	92.8%		
Age:			Median	42-51
21-31	9	10.8%		
32-41	15	18.1%		
42-51	36	43.4%		
52-61	23	27.7%		
Educational Background			Mode	Master's
Bachelor's	35	42.2%		
Master's	39	47.0%		
Specialist's	7	8.4%		
Doctorate	2	2.4%		
Total Years Teaching Experience			Median	11-20
1-2 years	4	4.8%		
3-5 years	8	9.6%		
6-10 years	11	13.3%		
11-20 years	25	30.1%		
21-30 years	28	33.7%		
Over 30 years	7	8.4%		

(Appendix continues)

Independent Demographic Variables	N	Percent of Total	Central Tendency
Ethnic Background			Mode Caucasian
Native American	1	1.2%	
Asian or Pacific Islander	1	1.2%	
African American	4	4.8%	
Caucasian	77	92.8%	
Grade Level			Mode K-6
K-6	59	71.1%	
7-12	24	24.0%	
Subject Taught			Mode Self-Contained
Self-Contained	40	48.2%	
Math	8	9.6%	
Language Arts	8	9.6%	
Social Studies	4	4.8%	
Science	7	8.4%	
Art	1	1.2%	
Music	3	3.6%	
P.E.	3	3.6%	
Speech	2	2.4%	
Other	7	8.4%	
Total Number of Respondents	83		

Appendix 2

Cross Tabulation of Gender

	Gender		
	Female	Male	Total
Certification			
NB Certified	42	1	43
Non-NB Certified	35	5	40
Total	77	6	83

Appendix 3

Cross Tabulation of Age Range

	Age Range				
	Age 21-31	Age 32-41	Age 42-51	Age 52-61	Total
Certification					
NB Certified	3	4	21	15	43
Non-NB Certified	6	11	15	8	40
Total	9	15	36	23	83

Appendix 4

Cross Tabulation of Educational Background

	Degree				
	Bachelor's	Master's	Specialist	Doctorate	Total
Certification					
NB Certified	11	23	7	2	43
Non-NB Certified	24	16			40
Total	53	39	7	2	83

Appendix 5

Cross Tabulation of Years of Teaching

	Years of Teaching						
	1-2 yrs.	3-5 yrs.	6-10 yrs.	11-20 yrs.	21-30 yrs.	Over 30 yrs.	Total
Certification							
NB Certified			7	13	19	4	43
Non-NB Certified	4	8	4	12	9	3	40
Total	4	8	11	25	8	7	83

Appendix 6

Cross Tabulation of Grade Level Taught

	Grade Level		
	K-6	7-12	Total
Certification			
NB Certified	28	15	43
Non-NB Certified	31	9	40
Total	59	24	83

Appendix 7

Cross Tabulation of Ethnic Background

	Ethnic Background				
	Native American	Asian or Pacific Islander	African American	Caucasian	Total
Certification					
NB Certified				43	43
Non-NB Certified	1	1	4	34	40
Total	1	1	4	77	83

Appendix 8

Cross Tabulation of Subject Taught

	Subjects Taught										
	Self-Contained	Math	Language Arts	Social Studies	Science	Art	Music	P.E.	Speech	Other	Total
Certification											
NB Certified	17	6	6	3	3	1		1		6	43
Non-NB Certified	23	2	2	1	4		3	2	2	1	40
Total	40	8	8	4	7	1	3	3	2	7	83

Appendix 9

Sample Scoring Guide for Leadership Practices Inventory

Challenging the Process (Profile for Subject 35)

Leadership Behavior		Self Rating
1.	Seeks challenging opportunities	10
6.	Challenges people to try new approaches	10
11.	Looks outside organization for ways to improve	10
21.	Experiments and takes risks	10
26.	Takes initiative to overcome obstacles	9
16.	Asks "What can we learn?"	8
Cumulative Ratings:		57

Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always

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Appendix 10

Sample Scoring Guide for Leadership Practices Inventory

Inspiring a Shared Vision (Profile for Subject 35)

Leadership Behavior		Self Rating
22.	Is enthusiastic and positive about future	10
27.	Speaks with conviction about meaning of work	10
17.	Shows others how their interests can be realized	9
2.	Talks about future trends	7
7.	Describes compelling image of future	7
12.	Appeals to others to share dream of future	7
Cumulative Ratings:		50

Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always

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Appendix 11

Sample Scoring Guide for Leadership Practices Inventory

Enabling Others to Act (Profile for Subject 35)

Leadership Behavior		Self Rating
3.	Develops cooperative relationships	10
23.	Lets people choose how to do their work	10
28.	Ensures that people grow in their jobs	10
13.	Treats people with dignity and respect	9
18.	Supports other people's decisions	9
8.	Listens to diverse points of view	8
	Cumulative Ratings:	56

Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always

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Appendix 12

Sample Scoring Guide for Leadership Practices Inventory

Modeling the Way (Profile for Subject 35)

Leadership Behavior		Self Rating
4.	Sets example of what is expected	10
19.	Is clear about his/her philosophy of leadership	10
29.	Makes progress toward goals one step at a time	10
14.	Follows through on promises and commitments	9
24.	Ensures that goals, plans, milestones are set	9
9.	Ensures that people adhere to agreed-on standards	8
Cumulative Ratings:		56

Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always

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Appendix 13

Sample Scoring Guide for Leadership Practices Inventory

Encouraging the Heart (Profile for Subject 35)

Leadership Behavior	Self Rating
5. Praises people for a job well done	10
15. Creatively rewards people for their contributions	10
20. Recognizes people for commitment to shared values	10
25. Finds ways to celebrate accomplishments	10
30. Gives team members appreciation and support	10
10. Expresses confidence in people's abilities	9
Cumulative Ratings:	59

Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always

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Appendix 14

Descriptive Data for National Board Certified Teachers and Non-National Board Certified Teachers

Leadership Behaviors	National Board Certified Teachers			Non-National Board Certified Teachers		
	Mean	SD	N	Mean	SD	N
Challenging the Process	52.35	4.09	43	42.70	8.50	40
Inspiring a Shared Vision	48.07	7.10	43	40.92	8.38	40
Enabling Others to Act	52.51	3.74	43	48.40	5.56	40
Modeling the Way	52.44	4.85	43	49.18	5.63	40
Encouraging the Heart	52.49	6.43	43	47.02	8.09	40

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